



Careers IAG Policy

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CONTENTS

- Introduction
- Rationale
- Aims
- Principles of Careers and IAG Delivery
- Implementation
- Development of Careers IAG and Staff Development
- Careers IAG and the Wider Curriculum
- Evaluation of Careers IAG

Introduction

This policy and practice document will set out the service to our young people and the commitment to ensure the quality and effectiveness of the provision. It takes account of the DfE statutory guidance:

- Section 42A of the Education Act 1997– Governing bodies ensure that all registered pupils are provided with independent careers guidance from year 8.
- Section 42B of the Education Act 1997 – Ensure there is an opportunity for a range of education and training providers to access all pupils from year 8 to inform them of technical qualifications or apprenticeships.
- Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff: 2015 (Updated April 2017) and the non-statutory departmental advice.
- Careers Strategy: making the most of everyone's skills and talents December 2017.
- Careers Guidance and access for Education and training providers: July 2021.

The school works towards the Gatsby Benchmark framework to develop the careers programme, which is expectations from the Department for Education (DfE). The school uses an online self-evaluation tool 'Compass' to assess how the careers programme supports the learners, or if there are any weak areas identified. If the Compass evaluation does highlight any areas for improvement, this will be implemented in the school improvement plan.

This policy should be read in conjunction with the following documentation:

- Equal Opportunities Policy
- GDPR Policy
- Curriculum Policy
- Safeguarding and Child Protection Policy
- British Values Policy

Rationale

Our learners who transition to adulthood require additional help with their social, emotional, learning, and mental health. Due to their individual needs, they can find their transition to adulthood more difficult and challenging than that of their peers. Therefore, it is crucial that we help our learners to make a smooth transition by ensuring they have not only received furthered support but the access to the greatest information advice and guidance (IAG) available to them to help them with their future plans.

To guarantee that learners receive guidance and assistance at the right moment during their academic journey, The Orchard has established a structured plan of action (see Appendix 1).

Aims

Fundamental to The Orchard is that our learners are supported in developing aspirations and identifying ways to make such aspirations a reality. At The Orchard we commit:

- To offer independent and up to date careers advice and guidance from Year 7 to Year 11.
- To maintain accurate and up to date records of advice and support provided (please see appendices 2 and 3.)
- To inspire all learners to reach their full potential.
- To facilitate meaningful encounters with employers.
- To create strong links with local employers, training providers, colleges, and apprenticeship providers.

- To support our learners to develop skills, attitudes, and qualities to make a successful transition into employment.
- To support positive transitions into post-16.
- Provide further support for those learners that are at risk of being NEET.
- To offer the opportunity to develop entrepreneurial and enterprise skills.
- To continue to work with placement authorities to identify learners who are vulnerable.

Principles of Careers IAG Delivery

Impartiality and Confidentiality

Fundamental to information, advice and guidance is that it remains impartial and confidential. This is secured by:

- The Careers Lead identifying external sources of careers guidance.
- The Career Lead to implement career guidance through career lessons and embed this through the curriculum.
- All information being securely stored.
- Tutors being aware of the 'The Orchard KS4 curriculum pathways.
- Careers Lead working across both key stages.
- Tutors adhering to the school's GDPR policy and legislative guidelines.

Whole Team Responsibilities

All staff have a responsibility to support young people with information, advice, and guidance. The roles of adults are defined as follows:

School Principal and the Assistant Principal of Education and Curriculum)

The Principal has overall responsibility for policy, procedure, and development planning to ensure the quality of IAG across our provision meets the standard required by the DfE guidance and the school website has the correct information.

The Principal will use the Gatsby Benchmark, and the data provided from the Career and Enterprise Company annually, to ensure they are meeting the outcomes provided by themselves. The Assistant Principal of Education and Curriculum will also ensure the staff team's professional development.

Careers Lead

Improving career provision requires a career leader. The school has a named Careers Lead (Joanne Royston) who acquires the necessary time, ability, dedication to implement a careers programme into the curriculum. The Career Lead will assist and guide staff to ensure that class teams are delivering weekly career lessons, capturing evidence of their learner's voice around their next step interests and documenting this and their progression. (please see appendix 2 and 3). The Career Lead will establish and develop links with colleges, apprenticeship providers, future employers and meet with the local Enterprise Coordinator and start accessing support from the Careers and Enterprise company.

All learners have a careers passport that logs their journey, activity, and progress during each academic year, updated by class tutors who are mentored by the Careers Lead.

- KS3 – Career Lead to support class teams to approach career exploration at an early stage initially exploring interests and potential next step aspirations through provided career lessons, Career Lead will oversee careers passports and encourage tutors to document the activity covered through curriculum areas that support improving skills or acquisition of knowledge relating to vocational aspects. Career Lead will arrange for encounters with local employers for the young learners to receive a taste of different working industries.

- KS4 - Career Lead will arrange external speakers/employers based on learner's areas of interest, liaise with external agencies to track all learners are working productively towards next step, arranging & accompanying visits to next step providers, oversee the work experience programme including initial meeting with the employers, linking learners to opportunities of interest, facilitating managers interviews, co-ordinates placement start dates, times, and schedule and arrange for class support to support learners through their work experience.

Tutors

All tutors will deliver the set career lessons weekly and inform the Career Lead if any learner requires further guidance or reassurance through drop-in sessions with the Career Lead. KS4 class tutors will notify the Career Lead of any career aspirations their learners may have, to ensure that the school invites the said sector into the school for a career talk about their industry.

Partnerships

The Orchard has a well-developed portfolio of contacts and positive links within the different sectors and wider national networks, with whom partnerships can be developed and used to provide high quality experiences for all our learners. These positive relationships enable sharing good practice and increasing opportunities for first-hand experiences in the workplace.

The Orchard has a positive and productive working partnership with YPSS who visit the school regularly to deliver 1-1 sessions, in addition to attendance at KS4 EHCP annual reviews. Within these sessions they discuss college options and courses suited to the learners' interests.

Orchard works in partnership with local businesses to offer work experience for all KS4 learners, in fields such as health and social care, animal care, catering, administration, hair and beauty, construction, and motor vehicle maintenance. Bespoke opportunities are identified to meet the needs, interests, and aspirations of each learner through personalised interviews and career exploration interviews.

The Careers Lead is responsible for working in partnership with an Enterprise Coordinator who will support the school with advice and guidance on up to-date information on the skills local and national employers need and partner the school with a business volunteer from a local company to share their business experience and career with the learners.

Implementation

The IAG facilitator will be responsible for ensuring that all learners are offered high quality advice and guidance around opportunities both in the present and in the future. The Careers Lead co-ordinates, monitors, and evaluates The Orchard's IAG careers guidance, initiatives, and provision to ensure the school is working towards the Gatsby Benchmarks.

Information, advice, and guidance will be delivered thorough a range of carefully planned means:

- Timetabled career sessions within the curriculum for all the learners.
- Development of a personalised overview for each young person in relation to IAG.
- External careers-based group and individual advice and guidance (For example Young Persons Support Service, external employer visits and attendance at careers events).

- IAG about health and wellbeing is provided through a School Nurse “drop in” regularly hosted at the school.
- KS4 work experience programme in conjunction with local businesses.
- Encounters with meaningful local employers/apprenticeships and college providers.
- Tutors to encourage all learners to use information tools such as websites and apps which show useful information about opportunities.

Learners Entitlement

All learners are:

- Entitled to learn about opportunities for technical education and apprenticeships through a careers programme that details all aspects of training and education options available to them.
- Be informed about opportunities from various local providers about what they have to offer through options, events, assemblies, group discussions and taster events.

Development of Careers IAG and Staff Development

All staff follow a mandatory training programme which includes identification of CPD which The Orchard funds and supports to develop the staff team appropriately. All staff regularly undertake training to ensure they are skilled at providing timely and appropriate information, advice, and guidance.

The Careers lead will network with external agencies to develop their knowledge around upcoming events and new procedures.

Careers IAG and the Wider Curriculum

Information, advice, and guidance is embedded within all aspects of the curriculum delivery, particularly those topics such as PSHE, RSE, and ICT.

- IAG encourages all learners to understand the social issues that they may encounter and how they can have positive effects within the communities they live in.
- IAG encourages young people to discuss social issues in an open honest and non-judgmental way.
- IAG supports inclusion, challenging stereotyping and promoting equality of opportunity.
- IAG engages with professional support groups to address social issues.
- IAG encourages all learners to understand the social issues that they may encounter and how they can have positive effects within the communities they live in.
- IAG encourages learners to discuss social issues in an open honest and non-judgmental way.
- IAG engages with professional support groups to address social issues.

It further supports development of spiritual, moral, social, and cultural understanding and that of fundamental British Values to foster tolerance and respect, characteristics necessary to flourish within society.

Personal Learning Programme

All learners at The Orchard access a personal learning programme which takes a “pick and mix approach” to support exploration of key skills and interests to support their next step into adulthood and further education or employment. These include competencies such as:

Cookery, life skills, socialising within the community, extended physical education, creative arts, music, technology, horticulture, hairdressing, enterprise, and drama.

Links to the Curriculum

The curriculum not only supports our aim to enable learners to explore different areas of interest and make well informed decisions about their next step, but also offers opportunities for developing the skills that employers require.

Specific examples of curriculum coverage are:

KS3

- Health and social care – retail skills, travel, and tourism.
- English – formal and informal communication i.e., letters.
- ICT – formal and informal e-communication e.g., email and other digital communication
- ICT use and purpose of Microsoft office applications (Word, PowerPoint, Excel).
- PSHE – skills for work (communication, teamwork, problem solving, career exploration), financial wellbeing and capabilities (budgeting from earned and other income), enterprise skills.
- Talkabout (social skills).
- PLP – hairdressing, creative arts, animal care, sports, life skills, horticulture and

KS4

- Developing employability skills (job descriptions, specifications, and advertisements, speaking and listening (interview skills, completing application forms, writing CVS, online job searches, completing online forms).
- Science – horticulture, cooking, food hygiene.
- Health and social care – retail skills, travel and tourism, health, and safety in the workplace.
- ICT – formal and informal e-communication e.g., email and other digital communication.
- ICT - use and purpose of Microsoft office applications (Word, PowerPoint, Excel).
- PSHE - dealing with problems, managing own money, working towards goals.
- Talkabout (social skills).
- PLP – hairdressing, creative arts, animal care, sports, life skills and fitness.

Enrichment Opportunities

- The Orchard makes the most of local events and opportunities such as attendance at careers information events, fayres, open days, and workplaces.
- We have an annually planned programme of guest speakers from diverse sectors of the employment community.
- The Career Lead and tutors support learners with their next step applications and assessments.
- Our class team accompanies their learners on college visits and provides work experience to support their SEMH & SEND needs.
- We offer an external/internal work experience programme for every KS4 learner to provide them with real life experiences of interview, work, and expectations.

Evaluation of Careers IAG

The Orchard ensures that all transitions to post-16 with the year 11 learners are carefully planned, managed, and monitored through a robust reporting system, which explores the outcomes attained by the learners.

Orchard ensures that all learners' opinions/feedback about their career program experiences are valued and listened to make necessary improvements for future delivery.

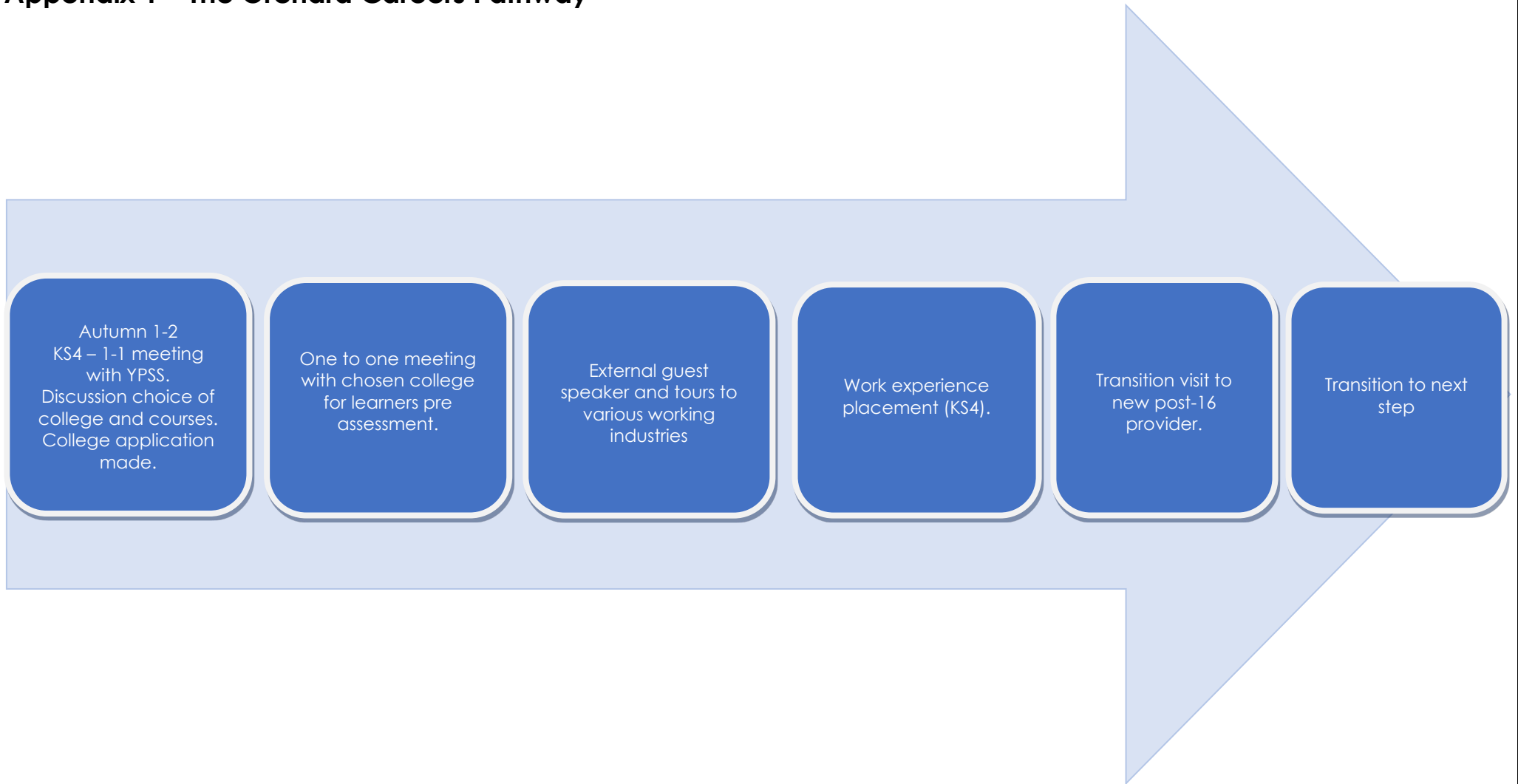
Staff feedback is also welcomed around the career lessons provided by the Careers Lead.

The outcome and value for learners receiving high quality, impartial information, advice, and guidance is that they feel supported in exploring and developing their aspirations for the future.


Information, advice, and guidance can be monitored through:

- The statutory review process where professionals linked to the learner discuss their progression and development.
- The Career Lead conducts regular detailed observations of delivery of the school career programme to all learners.
- The Orchard data dashboard.
- Tracking of IAG activity linked to careers and next step through personalised "careers trackers."
- Destination data of leavers provided at the end of the academic year by the Careers Lead.

Appendix 1 – The Orchard Careers Pathway



Appendix 2 – Key Stage 3 Careers Pathway

 orchard EDUCATION	KS3 Careers Passport	<i>Orchard Independent School – “Ensuring all young people have the tools and opportunities they need to fulfil their potential regardless of background or life circumstances”</i>
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Name:	Year: 7 / 8 / 9	Tutor:
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I'm interested in a career in: (Top 3 choices)

I've attended a group careers session with YPSS <input type="checkbox"/> Yes <input type="checkbox"/> No Date: _____	We learned:
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Subjects/Lessons I've covered this year that include careers or looking at what I might do after I finish Y11

Appendix 3 – Key Stage 4 Careers Pathway

 KS4 Careers Passport	<i>Orchard Independent School – “Ensuring all young people have the tools and opportunities they need to fulfil their potential regardless of background or life circumstances”</i>	
Name:	Year: 10 / 11	Tutor:
I'm interested in a career in: (Top 3 choices)		
I've attended a group careers session with YPSS <input type="checkbox"/> Yes Date: _____ <input type="checkbox"/> No		I've attended a 1-1 advice session with YPSS on: Date: _____ Outcome:
Key areas covered: → → Step →		
I've attended a careers information event /talk by guest speaker delivered by:		Date

Additional Information

Work experience attended (including part-time jobs) Organisation: Role: Dates: Overview of work experience:	Visits made to "next step" providers (when/where/outcome)
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Destination Outcome

I have applied for: _____ (name of course) at _____ (provider) Date: _____	
I have attended an interview at: _____ (name of provider) For _____ (course name) On _____ (Date) Signed: _____ (Provider)	I have accepted a place at: _____ (name of provider) To attend _____ (name of course)

Notes



Date	Activity
September 2024	
October 2024	
November 2024	
December 2024	
January 2025	
February 2025	
March 2025	
April 2025	
May 2025	
June 2025	
July 2025	